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| **Your committee members will review and evaluate your performance on this task using Standard 1: The teacher demonstrates applied content knowledge and Standard 2: The teacher designs and plans instruction.** | | |
| **Component I: Classroom Teaching** | | |
| **Task A-2: Lesson Plan** | | |
| **Intern Name:** David Farmwald **Date:** 4/11/14 **Cycle:**  **# of Students:** 28 **Age/Grade Level:** 7th **Content Area:** Social Studies  **Unit Title:** Middle Ages **Lesson Title:** What would you Crusade for? | | |
| **Lesson Alignment to Unit**  Respond to the following items:   1. Identify essential questions and/or unit objective(s) addressed by this lesson.   Why did people in the Middle Ages go on Crusades?  Why would you go on a Crusade?   1. Connect the objectives to the state curriculum documents, i.e., Program of Studies, Kentucky Core Content, and/or Kentucky Core Academic Standards.   SS-07-2.1.1: Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the early civilizations prior to 1500 A.D. and resulted in unique perspectives.  KCAS HP 2.20: Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective   1. Describe students’ prior knowledge or focus of the previous learning.   Students learned about the different Crusades the day before, and today we will delve into why they went, as well as what reasons would you go on a Crusade?   1. Describe summative assessment(s) for this particular unit and how lessons in this unit contribute to the summative assessment.   The summative assessment consists of a test and an ERQ. This lesson will help them in answering their ERQ because they will understand why people went on crusades during that time.   1. Describe the characteristics of your students identified in **section a of Task A-1Critical Student Characteristics,** who will require differentiated instruction to meet their diverse needs impacting instructional planning in this lesson of the unit.   During 3rd hour there are no students who will require differentiated instruction.   1. Pre-Assessment: Describe your analysis of pre-assessment data used in developing lesson objectives/learning targets (Describe how you will trigger prior   knowledge):  I will trigger prior knowledge by bringing up the different reasons the people from the previous days lesson went on Crusades. | | |
| **Lesson Objectives/**  **Learning Targets** | **Assessment** | **Instructional Strategy/Activity** |
| **Objective/target:**  1 | **Assessment description:**  Students will fill out a small writing assignment showing the reasoning for differing groups to go on a Crusade.  **Assessment Accommodations:**  Students can get help filling out assignment from seat partner. | **Strategy/Activity:**  We will go over different reasons before the writing assignment so each student can analyze why their group/class would go Crusading.  **Activity Adaptations:**  Work with students from your assigned group in order to properly understand reasoning behind the crusades.  **Media/technologies/resources:**  Projector, Whiteboard, Markers, ELMO |
| **Objective/target:**  2 | **Assessment description:**  Students will write a few sentences describing why they would go on a Crusade.  **Assessment Accommodations:**  Students will be allowed to tell me what they believe in orally if needed. | **Strategy/Activity:**  This will be an exit slip at the end of the day.  **Activity Adaptations:**  Students will be able to work with a partner if necessary.  **Media/technologies/resources:**  Projector, Whiteboard, ELMO |
| Procedures: Describe the sequence of strategies and activities you will use to engage students and accomplish your objectives. Within this sequence, describe how the differentiated strategies will meet individual student needs and diverse learners in your plan. (Use this section to outline the who, what, when, and where of the instructional strategies and activities.)  0-5 Minutes: The students will begin their bellwork, I will be taking attendance and handing out the papers the students will need for the day. I will also let the students know what we will be learning today as well as the essential questions.  5-15 Minutes: I will begin the powerpoint for the students and engage their prior knowledge of the day before. We will categorize the different reasons behind the Crusades and give specifics for these reasons.(This will be done on the whiteboard along with the students)  15-22 Minutes: Students will be assigned a specific role in society and they will write a short paragraph on what they think the most important reason behind Crusading was for each specific group.  22-28 Minutes: As a class we will share the results from these paragraphs so we can see why the different groups went on Crusades. I will ask questions such as  - Why was this important to your social class?  - Does this reason cross into other social classes?  - Do you think this is relevant today? Why/Why not?  28-35 Minutes: We will now discuss what possible reasons for students to crusade today. I will ask the students what they would Crusade for and give examples such as, "Family, friends, religion, patriotism, heroics, money"  - I will also ask the students why these reasons are important to them.  - I will ask students why they think the reasons we talked about today were important to the Medieval people.  - I will ask students if they believe that the Crusades were justified in any way? Can they ever be justified?  35-42 Minutes: I will give the students a quote that hopefully will give them a reason to believe in something enough to fight for it.  I will reference the people from the Middle Ages and say that they believed in something enough to die for it, do you believe in something enough to stand up for it?  "Today I want you and a partner to think about what you believe in at your core, because it is vital to being a citizen of todays interconnected world."  42-End of Class: Students will write a short 1-2 sentences on what they would crusade for and why on the second half of their sheet. They will turn this into me as they leave the classroom. | | |